STUDENTS * * * IN * * * A C T I O N





S A F E









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ACKNOWLEDGMENTS

STUDENTS IN ACTION: CREATING SAFE SCHOOLS was developed by Carol Burgoa, Contra Costa County Office of Education, working with Mary Tobias Weaver, Assistant Superintendent, Education Support Systems Division; Bill White, Administrator; Karen Lowrey, Consultant; and Bonnie Williamson, Consultant of the Safe Schools and Violence Prevention Office, California Department of Education.

Graphics were designed and completed by lockwood design in Oakland. It was printed by Inkworks in Berkeley.

The California Department of Education wishes to express appreciation for the resource materials provided by the many programs included herein.

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S A F E

"We must encourage youth to help find answers to the problems of violence and then assist them by providing the resources and support for their solutions."

—Delaine Eastin, Superintendent of Public Instruction

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INTRODUCTION

The Student Leadership Grant Program is a unique opportunity to actively involve California public high school students—including those attending alternative high schools, continuation high schools, and juvenile court and community schools—to achieve and maintain a safe and healthy school environment that is free from violence.

In response to Superintendent of Public Instruction Delaine Eastin's commitment to ensure that schools are safe havens where youth have a strong voice in planning and problem solving, the Safe Schools and Violence Prevention Office annually offers mini-grants to support youth development and student leadership activities. These statewide competitive grants must be initiated, planned, and implemented by students with support from an adult facilitator. A broad representation of all students, including those typically not involved in traditional school activities, should be included in the project planning and implementation phases.

Young people have direct knowledge of the safety issues that impact their schools. They also have creative solutions to deal with those issues. These solutions may often look quite different from the issues and solutions identified by adults. Many

"When the project

became theirs.

I had to run

to keep up

with them!"



of the Student Leadership Grant Program applications focus on strategies dealing with concerns not usually thought of as traditional safe school issues. Students identify the issues through both formal and informal surveys. The strategies typically proposed in the applications generally fit into the following four categories:

- Educational activities such as visual arts projects, forums, fairs, and presentations
- Skill building efforts such as conflict resolution and anger management
- Efforts to improve services available to students such as mentoring, tutoring, peer helping, and freshmen connection programs
- Positive alternative programs offering visual and performing arts and sportsbased activities

The 20 projects featured in this handbook are examples of the many creative strategies initiated by students in the 83 Student Leadership Grants funded in 1998 and 1999. A complete list of the schools funded to date and their project titles is included for easy reference.

"As a result of this project, I see more tolerance and even respect among the students"

"The students will carry this experience around with them forever!"



ARROYO HIGH SCHOOL

15701 LORENZO AVENUE ♦ SAN LORENZO, CA 94580

CONTACT: TAMARA BATTINO

tbattino@sanlorenzousd.k12.ca.us

510.317.4174

"The whole atmosphere and climate improved at our school. We gave our students activities they

could all participate in."



PROJECT DESCRIPTION

To support the student leadership class goal of promoting a positive school environment through increased involvement and reinforcement of positive behavior, a series of studentrun lunchtime activities and a recognition program called "Arroyans Making a Difference" were implemented. The SAFE activities included an art/photography show for students, parents, and community members; a student jazz band performance; the Battle of the Student DJs; Lip Sync and Karaoke Contests; an Olympic Sports Week including the highly successful Inflatable Obstacle Course; a Cinco de Mayo Celebration; and a Game Show Day. More than 60 people were recognized for making positive contributions to the campus and received certificates of appreciation and public recognition.

STUDENT ACTIVITIES FOR EVERYONE (SAFE)

INDIVIDUAL STUDENT BENEFITS

- Many students participated in nonclassroom activities for the first time.
- Some students, previously uninvolved in any school functions, improved their grades and attendance.
- Participants and student organizers received positive recognition from their peers.
- SAFE organizers improved their leadership and organization skills.

SCHOOL BENEFITS

- Conflicts occurring during lunchtime decreased.
- Students had opportunities to showcase their talents.
- School pride and school spirit increased.
- Recognition by peers led to a positive change in school climate.



"It was a really good

experience because

we b

uilt a stronger school

KEYS TO SUCCESS

Students selected activities based on current student interests, not on previous, traditional activities. There was a conscious effort to use the art/photography show, jazz performance, and other alternative activities as a means of drawing in all types of students. The activities were all student-initiated, well-planned, and well-publicized with plenty of lead time. An evaluation form ranking each of the year's activities was used to determine each activity's success, and the results were used for the next year's planning process.

BEAR CREEK HIGH SCHOOL

10555 Thornton Road ♦ Stockton, CA 95209

CONTACT: LORI ANN LAUGHLIN

bcmedi8r@aol.com 209.953.8051

"My Crew Leader helps
me by answering my
questions. She doesn't
laugh at me. She helped
me pass my math class
by taking me to tutorial
and talking to my
teacher with me."



PROJECT DESCRIPTION

The Conflict Mediation Outreach Project includes Lead Crew, a mentoring program made up of 15 student leaders who organize and train 130 upperclassmen to be mentors to the entire freshman class. These leaders organize Freshman Orientation; arrange for special assemblies, guest speakers, and a dance/social; and create quarterly "lessons" taught in 9th grade English classes. Each mentor has seven freshmen mentees with whom they meet at least once per quarter to establish and examine personal goals, academic progress, and school issues. Lead Crew mentors make referrals to support services when needed.

CONFLICT MEDIATION OUTREACH

INDIVIDUAL STUDENT BENEFITS

- Freshmen receive support to make strong connections with their new school.
- Students have opportunities to discuss school rules and expectations and to develop a nurturing relationship with an experienced student.
- Mentors develop leadership, communication, and presentation skills.
- Mentors gain self-esteem and confidence when providing support to students.

SCHOOL BENEFITS

- The program contributes to a smoother school opening process.
- Freshmen gained increased understanding of academic and behavior expectations.
- The need for conflict mediation decreases due to freshmen students' use of mentors for assistance.
- A more tolerant and supportive environment is created.



"Lead (rew has

changed our school.

Freshmen have been

more successful in school

and fights have

decreased among them."

KEYS TO SUCCESS

Teachers met with student leaders in a forum setting to provide feedback and encouragement in program development and design. Crew Leaders met daily with a program advisor. Freshmen English teachers volunteered their classes to be the avenue for implementation. In addition to Student Leadership Grant funds, the program is supported by PTSA, School Site Council, Student Government, and general budget funds. Student Government and Conflict Mediation programs assisted in the recruitment of mentors.

Brea Olinda High School

789 N. WILDCAT WAY ♦ BREA, CA 92821

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714.990.7850

PROJECT DESCRIPTION

The Conflict Management and Person to Person Student Leadership Program seeks to promote school safety and violence reduction through student-directed interventions and peer support. The two major components are a conflict management/peer assistance process and a student-facilitated human relations retreat program. The retreats, attended by approximately 40 students representing various social and ethnic groups on campus, occur four times a year and take place for a full day off campus.

"I look at people differently, without stereotyping.

I want to find out more about them before I judge them."



PERSON TO PERSON

INDIVIDUAL STUDENT BENEFITS

- Students received skills training in active listening and non-verbal communication.
- Individual differences, discrimination, and prejudice issues were openly discussed and examined.
- Training was provided for resolving inter-group conflicts.
- Participants learned problem-solving strategies for personal growth and assistance to peers.



- Retreats raised awareness about individual and group tensions on campus.
- Fights were reduced and racial tension between groups diminished.
- Communication between different cultural groups improved.
- Participation in peer support activities greatly increased with a wider range of students participating.



"Now we have a forum

to discuss issues and

problems, especially

between individuals."

KEYS TO SUCCESS

Being out of the school environment helps students speak and act more openly. The best way to recruit new program participants is for students who have been involved to share their own experiences with their peers. The adults report that the most important key to success is to get the students to own the program and make it theirs. The quality of training received by student leaders and the collaboration with community resources, including law enforcement, greatly contributed to the program's success.

EUREKA SENIOR HIGH SCHOOL **

1915 J STREET ♦ EUREKA, CA 95501

CONTACT: SIMONA KEAT

pgosselina@humbolt.k12.ca.us

707.445.7086

"I learned to appreciate the beauty of other cultures, to separate

reality from stereotypes,

and to get along with

others better."



PROJECT DESCRIPTION

The goal of the Cultural Awareness Club, whose members represent many groups, is cultural unity on campus. Multicultural dance performances, festivals, rallies, food sampling, guest speakers, and performers encourage students to learn more about their own cultural background and appreciate the richness of the cultures of their peers. Focusing on a different culture each month, students research and promote the highlighted culture at other schools as well as their own. A Cultural Commissioner is now an elected student government position.

"I learned that not everyone in the same culture

acts and thinks the same way."

CREATING RACIAL HARMONY

INDIVIDUAL STUDENT BENEFITS

- Various activities improved student attitudes about other cultures, races, and groups at school.
- Cross-cultural friendships were established.
- Gang involvement decreased.
- Participation in school activities increased.

SCHOOL BENEFITS

- Racial and/or gang-related fights have been eliminated.
- Zero tolerance of racist remarks and insults improved school climate.
- Improved school climate increased school pride.
- All cultures on campus are now represented in club activities and performances.



"I learned to stand up to cruel, racist remarks and to teach people that what they say does hurt. Before I would just ignore it

and feel bad."

KEYS TO SUCCESS

Students were willing to work hard together, stay after school, do individual research, and take dance classes. Teacher participation and cooperation on student presentations, assemblies, and field trips contributed to program success. Parent involvement in cooking traditional foods, making dance costumes, and teaching dance classes provided support. Members of the community provided resources—money, food, meeting and performance spaces—to ensure the program's success.

GATEWAY COMMUNITY SCHOOL

200Horizon Circle ♦ Camarillo, CA 93010

CONTACT: Bruce Freeman bfreeman@vcss.k12.ca.us

805.388.4436



"It helped me be

involved in a

positive project and

steered me away

from things I

shouldn't be doing."

PROJECT DESCRIPTION

The goal of SafTs 4 Peace was to promote non-violence through student-designed messages including stickers, posters and T-shirts. The focus was to provide job training skills in graphic design, production, printing, shop management, shipping, handling, packaging, and marketing. Using a silk screening process, students designed T-shirts with a logo of sunglasses with the words "Reflect Respect" in the lenses.



"I would love to have

a job like this!"



INDIVIDUAL STUDENT BENEFITS

- Students improved their school attendance.
- Students experienced a cooperative, noncompetitive teamwork approach.
- Students were exposed to artistic concepts and skills which broadened their vocational opportunities.
- Students improved their math skills by learning to develop a budget with accurate costs.

SCHOOL BENEFITS

- Respect for others became an accepted value.
- Gang-related issues declined.
- Involvement in student safety issues strengthened students' connection to school.
- The school received special recognition from staff and community members.

"The people involved and their friends learned the message that respect for others is a good thing."



KEYS TO SUCCESS

Students had ownership of the entire process. Students were responsible for meeting the timelines and working through a process. The art-based project is viewed as long-term and is integrated into existing programs.

LA COSTA CANYON HIGH SCHOOL***

3451 CAMINO DE LOS COCHES ♦ CARLSBAD, CA 92009

CONTACT: OLIVIA KLEINRATH okleinrath@sduhsd.k12.ca.us

760.436.6136

"This was awesome.

I loved every minute.

I only wish I could

get to know each of

these people more.

I feel so positive

right now-

this was the

best day I've had

this year."

PROJECT DESCRIPTION

A one-day CommUnity Connection conference brought 100 students of varied ethnic and cultural backgrounds together to engage in activities focused on racial and ethnic understanding. Student-generated workshop topics included breaking down stereotypes, building communication, celebrating diversity, and creating unity among students. Participants examined prejudices and preconceived opinions about campus groups.



COMMUNITY CONNECTION

INDIVIDUAL STUDENT BENEFITS

- Students learned leadership skills.
- Students explored and used problem-solving strategies.
- Communication tools became personalized.
- Students practiced conflict/anger management skills.

SCHOOL BENEFITS

- Students involved in the conference met regularly to discuss related campus issues.
- A process to develop a school-wide plan addressing race and human relations concerns was established.
- Integration of a new understanding and appreciation of differences improved daily behavior.
- Students and staff worked together to improve school climate.



"The group discussions

were very interesting

and had a big impact.

Everyone's voice was

heard. I really

enjoyed it."

KEYS TO SUCCESS

The program supported the La Costa Safe School Plan while providing a challenging, creative, and practical experience in a non-threatening setting. Conference goals paralleled the school's vision for promoting harmony and raising the level of sensitivity and awareness to the issues of prejudice. The conference was held off campus to emphasize its importance. District teachers and counselors with special training facilitated the project.

LAS PLUMAS HIGH SCHOOL

2380 LAS PLUMAS ♦ OROVILLE, CA 95966

CONTACT: PHIL CAPUT

pcaput@ben.bcoe.butte.k12.ca.us

530.538.2310

"Our cultural festival

allowed students from

all different backgrounds

to share an hour of

their day with each

other and learn unique

customs from other

ethnic groups."

PROJECT DESCRIPTION

Twenty trained student Conflict
Managers facilitated discussions
between students who had conflicts.
Students made presentations at local
elementary schools and
demonstrated positive ways to
handle conflicts by using specific
skills to avoid potentially dangerous
confrontations. The Conflict
Managers also organized a successful
multicultural fair with food, dancing,
and guest speakers held during
lunch time.



"We were able to see one another in a different light."

JUST A TOUCH OF LOVE

INDIVIDUAL STUDENT BENEFITS

- Students were trained in conflict resolution strategies.
- The program helped participants make a connection to school.
- The training increased students' selfconfidence.
- Respect among students improved.

SCHOOL BENEFITS

- The number of fights and conflicts decreased.
- Relationships among cultural groups improved.
- Communication among students and staff improved.
- Official recognition of conflict management services improved school climate.



"We found out that

we all carry the

same fears

and desires

no matter

who we are."

KEYS TO SUCCESS

The program needs staff members who are supportive and committed to the program. Students who are truly interested in helping their fellow students and who will make a commitment are a necessity. Students attend training sessions, team meetings, organize school-wide activities, and facilitate the conflict management process between students experiencing conflict.

LYNBROOK HIGH SCHOOL

1280 Johnson Avenue ♦ San Jose, CA 95129

CONTACT: KARLA TEMPLER karla_templer@fuhsd.org 408.366.7700 x86

"This center is one of the greatest programs

that has

happened at

Lynbrook."

PROJECT DESCRIPTION

Students formed Straight Talk About Issues Relevant to Students (STAIRS) as a forum to address student needs. STAIRS students then created the Peer Advocate Resource Center (PARC) to provide a safe, comfortable place on campus for counseling, mediation, or relaxation. Staffed with a trained peer counselor/mediator at all times, mediations, small support groups, and counseling occur throughout the day.



"The PARC is a relaxing and comfortable place to be YOURSELF."

STRAIGHT TALK ABOUT ISSUES RELEVANT TO STUDENTS (STAIRS)

INDIVIDUAL STUDENT BENEFITS

- STAIRS students learned how to work together, compromise, plan ahead, and provide leadership.
- Students learned organization, supervision, planning, and project development skills.
- Students have access to the PARC's many services in a caring, comfortable environment.
- PARC participation has strengthened the students' connection to school.

"It needs to be bigger

'cause its always

crowded."

SCHOOL BENEFITS

- Suspensions have been reduced.
- The number of students using peer mediation has increased.
- The PARC provides a place for students to go during brunch, lunch, and tutorial periods.
- The PARC contributed to the reduction of conflicts between cultural groups.

KEYS TO SUCCESS

Locating the PARC on the student quad gives great visibility and easy access to students. The STAIRS class meets every day, and students are highly motivated to make a success of the PARC. Two student administrators organize an effective PARC supervision system with each STAIRS student serving as a supervisor at least one week during the school year. The system includes use of timecards, work schedules, special event planning and activities, and responsibility for opening and closing on a daily basis. The PARC is entirely student-run.

Nordhoff High School

1401 Maricopa Highway ♦ Ojai, CA 93023

CONTACT: KIMBERLY HOJ

khoj@ojai.k12.ca.us 805.640.4343 ×151

"Our group bonded,
made friends. We got so
much out of the
program, we took
charge, made it our
own. Our participation
changed our behavior."

PROJECT DESCRIPTION

Peer mediators identified conflicts caused by rumors and gossip as the most common type of problem requiring mediation. After receiving extensive training, students produced a video showing the negative effects of gossip, as well as scenarios with positive solutions. The video was shown and discussed in all social studies classes.



"I changed how I talk with my friends.

I don't gossip with them anymore."

STUDENTS TOGETHER AGAINST RUMORS (STAR)

INDIVIDUAL STUDENT BENEFITS

- STAR students gained leadership and problem-solving skills and strengthened self-esteem.
- Students developed problem-solving skills and resolved a major campus problem.
- Students learned new skills through teamwork and the evaluation of progress.
- Students experienced a strong sense of achievement as all goals and timelines were met.

SCHOOL BENEFITS

- School climate improved as gossip and rumors were significantly reduced.
- The project contributed to a safer and healthier learning environment.
- Awareness of the services of peer mediators was raised.
- Students resolved a major campus issue through discussions in all social studies classes.



"We are all so proud of each other that we got it all done, just like we planned."

KEYS TO SUCCESS

Teachers provided ongoing encouragement, praise, and support. The adult facilitator used scheduled nonteaching time to support the students. Activities were planned around the existing school calendar to avoid commitment conflicts. The project timeline was strictly followed.

PINNACLES COMMUNITY SCHOOL

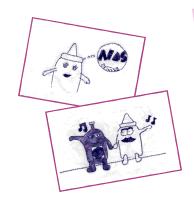
460 FIFTH STREET ♦ HOLLISTER, CA 95023

CONTACT: KELLIE GUERRA

SAN BENITO COUNTY OFFICE OF EDUCATION

kguerra@sbcoe.k12.ca.us

831.637.5393 x125



me a chance to tell younger kids to stay

"Making a cartoon gave

away from drugs in a

better way so that they

will listen and learn."

PROJECT DESCRIPTION

Student work groups developed concepts, scripts, and artwork for **Public Service Announcements** (PSAs) on student identified problems affecting the school and community such as drug use, drinking and driving, and stereotyping. A private production company provided staff development on animation materials and techniques and facilitated a handson workshop for students to produce their 30-second animated PSAs. The PSAs were shown to younger students, on the local cable television channel, and throughout the community.



CARTOON CURES

INDIVIDUAL STUDENT BENEFITS

- Students experienced a mentoring relationship by connecting with middle and elementary school students.
- Students learned the positive effects of collaborative teamwork and helping others.
- The work groups experienced success in learning new skills while creating a product.
- Students gained increased awareness of vocational opportunities.

SCHOOL BENEFITS

- The entire school community worked together.
- There was a significant drop in disciplinary interventions.
- Student interest and involvement in school improved.
- The school received enthusiastic, positive recognition from the community.



"We got to work together

as a team for a change,

and we all got along.

It was fun!"

Keys to Success

The animation company staff enthusiastically worked with both staff and students. They were very organized and tailored the project to fit the budget. They convinced students that they didn't have to be artists to participate and helped them realize that many skills and tasks were involved to complete a successful product. The demonstration and staff development preceding the project resulted in gaining the support of all teachers.

REDONDO SHORES HIGH SCHOOL * * *

1000 Del Amo Street ♦ Redondo Beach, CA 90277

CONTACT: JUDITH JAMES

jj@bnet.org 310.798.8690

"The process of beautification gives us a peaceful place with a peaceful message. I learned that if you give the environment a chance, you can learn a lot from it, it's a piece of you, not just a piece of land."

PROJECT DESCRIPTION

The Better School—Better Life project is based upon beautification, student ownership, and bonding to a new school site. Students designed and painted a Healthy Life Style mural on the new continuation high school building before the facility was completed. The student-designed mural depicts the possibilities of making positive life changes. A flower garden with raised flowerbeds and the Alumni Wall tiles for graduating seniors are continuing projects for the new site.



"The whole school joined in the process with ideas for the mural design. It was good to be involved in something positive for our school."

BETTER SCHOOL — BETTER LIFE

INDIVIDUAL STUDENT BENEFITS

- Students gained leadership experience.
- Participants experienced success in a collaborative, noncompetitive group process.
- The students became more aware of the importance of the environment on school climate and student behavior.
- Students learned new skills in the visual arts and carpentry and broadened their vocational interests and abilities.

SCHOOL BENEFITS

- The design development and implementation facilitated the growth of school pride in a new school.
- There have been no incidents of graffiti or vandalism since the school opened in June, 1999.
- Students respect school property.
- The project increased student and teacher involvement in the new school and established good student/teacher relationships.



"The mural gives a good message. When you come in here a certain way (in trouble, with a negative attitude), the mural tells us that we can be better, this is a good place and once you are here you learn a lot more than you expected and you walk out a different person."

KEYS TO SUCCESS

Teacher involvement and support has been a cornerstone in the successful progress of each project. Many teachers expressed an appreciation for the opportunity to work with their students on the hands-on projects outside their regular classroom structure.

TURLOCK HIGH SCHOOL

1600 E. CANAL DRIVE ♦ TURLOCK, CA 95380

CONTACT: DANA TREVETHAN dtrevethan@turlock.k12.ca.us

209.667.2055 × 3011

"The SAFE Zone is

the best thing

that's happening at

Turlock High School."

"My friends and I

come out everyday

to play. We've got

some great

competitions

going on."

PROJECT DESCRIPTION

The student-run SAFE (School Activities For Everyone) Zone lunchtime program was designed to promote positive extra-curricular activities. The SAFE Zone provides activities such as football, ping-pong, billiards, tether ball, chess, and a variety of board games for students to check out during two 35-minute lunch periods. A BBQ—operated by Regional Occupational Program (ROP) Foodservice students—provides barbecued chicken, hotdogs, hamburgers, chips, and soda for a nominal price.



SCHOOL ACTIVITIES FOR EVERYONE (SAFE)

INDIVIDUAL STUDENT BENEFITS

- Students developed new, positive relationships with other students beyond their usual social circle.
- Healthy competition and camaraderie opportunities engaged students who usually don't participate in traditional extra-curricular activities.
- Students connected to the school community.
- Students' participation in their favorite activities taught them patience and consideration.

SCHOOL BENEFITS

- Discipline infractions during lunch periods decreased.
- Assaults and hostile behavior, substance use, vandalism, theft, graffiti, and off-campus violations decreased, especially during lunch periods.
- School climate improved through the increase in positive student interactions and participation in constructive activities.
- SAFE Zone will become a permanent program to provide future students opportunities to build connections outside of traditional classroom settings.



"This SAFE Zone gave

me something to do

everyday at lunch

instead of just

hanging out."

KEYS TO SUCCESS

Students on the SAFE committee work collaboratively with the program director to increase student interest and participation. The program offers positive extra-curricular activities, which are of interest to a wide range of students. Teachers and community members supported the program with donations of equipment. The program provided an opportunity for a unique collaboration with ROP students who help operate the SAFE Zone.

WEST HIGH SCHOOL

20401 Victor Street ♦ Torrance, CA 90501

CONTACT: ALEXIS SHEEHY asheehy@tusd.k12.ca.us

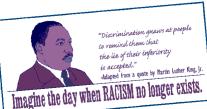
310.533.4299

"This project taught me a lot about tolerance that I didn't know."

"We learned to be tolerant and patient with each other in the many hours we spent together planning and preparing."

PROJECT DESCRIPTION

Human Relations Week was held to increase student appreciation of different cultures and to clarify misinformation about various student groups. Daily topics, identified through a school-wide survey, included student stereotypes, racism, disabilities, religious discrimination, and sexual orientation. To support the day's theme, students made posters of pertinent quotations by historical figures and displayed them around the campus. Students explored the themes through a story of significance in the daily bulletin, classroom activities, role-plays, videos, and an assembly.



HUMAN RELATIONS WEEK

INDIVIDUAL STUDENT BENEFITS

- Students gained a great sense of pride in achieving their goals.
- Students learned time management and leadership skills.
- Students developed patience and tolerance through the process of working together for a common goal.
- Students developed an understanding of the nature of prejudice and its impact.

SCHOOL BENEFITS

- Important campus issues were addressed through the topics identified.
- An increased awareness of the problems resulted in improved communication between students and staff.
- Other clubs supported the efforts resulting in a new Human Relations Committee.
- Initial parent/community pressure and resistance to some of the topics was reduced.

"Once our ideas got

going there was so

much we wanted to do.

Energy came to

do the work from

the excitement of

our ideas."

KEYS TO SUCCESS

Students received widespread staff support for the project, including the use of class time for activities and follow up discussions. Other existing programs, such as an award-winning conflict mediation program and a Cultural Awareness Week, supported the new project. Students on the Human Relations Committee had strong leadership and organization skills, were very committed to the issues, and received special training prior to the event.

WEST VALLEY HIGH SCHOOL

3401 W. Harrison Avenue ♦ Hemet, CA 92545

CONTACT: GENE PRESHAW

rsgp@ivic.net 909.765.1600

"Everything that we learned we can apply to our own lives to

help ourselves too."

PROJECT DESCRIPTION

Members of the Student Leadership class were trained to co-facilitate student support groups to discuss topics such as anger management, how to succeed in school, positive relationships, and a process for solving problems. Students developed brochures (including Braille), posters, a PowerPoint presentation, and a video to publicize the availability of the support groups.



"When others share,
I realize I'm not alone"

TRAINING STUDENTS TO FACILITATE SMALL GROUPS AND ADVERTISING

INDIVIDUAL STUDENT BENEFITS

- Students in the support groups were able to discuss troublesome issues.
- Support group participants improved their relationships with their peers and adults.
- Group facilitators gained knowledge of anger management, relationship issues, problem solving, and career paths.
- Student facilitators improved their communication skills.

SCHOOL BENEFITS

- The number of suspensions decreased.
- School-wide awareness of peer mediation, peer helping, and student leadership services increased.
- The project helped make permanent the Student Assistance Program.
- The number of students and adults trained to provide support to students needing assistance increased.



"We learned that

hard work

pays off."

KEYS TO SUCCESS

A district resource person, skilled in facilitating groups, offered support and assistance throughout the program. Students received specialized training to be facilitators and to lead the groups. Trainers used curriculum materials and appropriate resources to assist them. School administrators and counselors referred students to the groups and enthusiastically supported the program.

1999 - 2000 PROJECT DESCRIPTIONS * * * * *

The following projects were beginning implementation when this document went to press.

McCLELLAN HIGH SCHOOL McCLELLAN SOARING EAGLES

8725 WATT AVENUE ♦ ANTELOPE, CA 95843

CONTACT: ELIZABETH KNOPF, Ed.D.

916.338.6440

To support the school goal of increasing school pride through student involvement, McClellan students are involved in creating a mural depicting an eagle, the school mascot, and the many cultures of its students and the community. Beginning with a "visual jam session" facilitated by an art professor at a nearby college (followed by a campus tour of the college), the project involves creating a portable mural and pieces of art for each classroom which depict the room number and the courses taught within that room. An Open House with a multicultural potluck for students and their families and a student and faculty talent show involves more students in the project. The art works is presented to the school at a special ceremony at Open House.

MOJAVE HIGH SCHOOL.....LEARNING CENTER

15732 O STREET ♦ MOJAVE, CA 93501

CONTACT: SUE FRAZIER-BEAR

661.824.4516

The intent of the Learning Center project is to draw underserved students into mainstream activities through self-esteem building, conflict mediation, personal growth, academic support, and substance abuse counseling activities. The Center, located in the school library, is open four weekday evenings for three and one-half hours each evening and is staffed by peer tutors, mediators, and school and community health clinic staff. Incentives, a celebratory banquet, and a field trip to the Museum of Tolerance is provided.



RUBEN S. AYALA HIGH SCHOOL TAKE A STAND! NEWSLETTER

14255 PEYTON DRIVE ♦ CHINO HILLS, 91709

Contact: Diane Robson 909.627.3584 x 2530

A student produced newsletter, designed to raise awareness of critical issues for creating a safe, healthy, and violence-free school environment, is distributed during lunch once a month by peer leaders. Topics include put-downs and name calling, gossip and rumors, social cliques, tolerance and acceptance, handling conflicts, coping with anger and depression, and other topics chosen by the peer leadership class. Art classes contribute drawings and cartoons, and the Drama Club writes and performs skits to reinforce the topics presented. Follow-up lunchtime activities are designed to inform and encourage students to make positive choices and to develop positive attitudes and behaviors. Open discussion forums on the main topics of the newsletter are also offered. Students standing up for other students, especially those victimized by insensitive peers, are highlighted in each issue.

VALLEJO HIGH SCHOOL......TRUANCY RECOVERY PROGRAM

840 NEBRASKA STREET ♦ VALLEJO, CA 94590

CONTACT: CHRISTINE UPTON 707.556.8700 x 3015

The Truancy Recovery Program uses 50 trained peer counselors to reach out to students who are not attending school on a regular basis. Using reflective listening skills, attempts are made to uncover the reasons for the truant behavior. The peer counselors, working as mentors and liaisons, connect the students to school and community resources for assistance with their academic, personal, or social problems. In addition to the support provided to the truant students, each peer counselor "adopts" a freshman English class and becomes a student advisor to the 20 freshmen.

WALLENBERG TRADITIONAL HIGH SCHOOL HEALTH AND SAFETY WEEK

40 Vega Street ♦ San Francisco, CA 94115

CONTACT: DONN HARRIS

415.749.3469

The Health and Safety Week consists of a number of activities, some school-wide and some in individual classrooms, that curriculum enrichment provide opportunities disciplines. Students address their peers in small class discussions on topics such as sexual harassment and the stages of grief. Student artists create and display their work on safety related topics. An international Peace Pole, containing peace messages in the many languages represented at the school, has been erected. A multimedia student talent show highlights the after-school hours talents of students; the talent show is performed a second time at the PTSA international dinner. The culmination of the week is a school-wide rally with a professional multicultural dance troupe and a lunchtime dance hosted by a local radio station.

674 ALLARD AVENUE ♦ EUREKA, CA 95503

CONTACT: DAVE ORPHAL

707.441.2467

The YEAH project addresses problems of homophobia and antigay bias in the school community through education and support. The goal is to provide students and staff with the human and informational resources necessary to confront harassment, intimidation, and violence in an informed and constructive manner. A workshop for students and a workshop for staff is developed and presented. Students develop strategies for addressing homophobia and teachers explore ways to create safe and supportive environments for gay, lesbian, bisexual, and transgender (GLBT) youth in their classes. A resource library, displays, seminars, and infusion lessons are offered for GLBT history month in October.

1998-2000 STUDENT

LEADERSHIP GRANT RECIPIENTS . .



County District High School	. Program Title
Alameda New Haven Unified El Rancho Verde	Sexual Harassment Awareness
Oakland Unified Dewey	"Dewey is on a Mission"Video
San Leandro Unified San Leandro	
San Lorenzo Unified Arroyo	. Student Activities for Everyone (SAFE)
Butte Biggs Unified Biggs	
Oroville Union High Las Plumas	
Contra Costa Liberty Union High Freedom	
El Dorado Black Oak Mine Unified Golden Sierra	
Fresno Fresno Unified Edison	,
Parlier Unified San Joaquin Valley	
Riverdale Unified Riverdale	
Humboldt Eureka City Schools Eureka Senior	
Eureka City Schools Zoe Barnum Continuatio	
Fortuna Union High Fortuna	
Northern Humboldt Union McKinleyville	
Southern Humboldt Jt.Unif South Fork	
Kern Mojave Unified Mojave	
Lake Konocti Unified W.C. Carle	
Los Angeles Alhambra City High San Gabriel	
Centinela Valley Union Lawndale	
Culver City Unified Culver City	
Glendale Unified Herbert Hoover	
Redondo Beach Unified Redondo Shores	
San Gabriel Unified Gabrielino	
Torrance Unified West	
Walnut Valley Unified Del Paso Continuation.	
William S. Hart Union Canyon	
Marin San Rafael City High San Rafael	
San Rafael High Terra Linda	
Mendocino Willits Unified Willits	
Modoc Modoc County Office Stronghold	
Orange Brea Olinda Unified Brea Canyon	
orange brea onnua onnieu brea canyon	(Conflict Resolution)
Brea Olinda Unified Brea Olinda	
Fullerton Joint Union Buena Park	
Los Alamitos Unified Laurel Continuation	
Riverside Hemet Unified West Valley	
niverside Heillet offined	Groups and Advertising
Lake Elsinore Unified Ortega	1 0
Riverside Unified Arlington	
Riverside Unified John W. North	
Riverside Unified Riverside Poly	. Stop the violence

County	District	High School	Program Title
	Center Unified		
Jacramento	Elk Grove Unified		
C D 1			Violence Awareness & Prevention
	San Benito County Office		
San Bernardino.	Chaffey Joint Union High		
	Chaffey Joint Union High		
	Chaffey Joint Union High		
	Chino Valley Unified	Don Antonio Lugo	Teens Who Listen and Care
	Chino Valley Unified	Ruben S. Ayala	Take A Stand! Newsletter
	Redlands Unified	Redlands	Redlands HS Project Peer Mediation
			Peer Assistance Listeners (PAL)
	San Bernardino City		
	Upland Unified		
San Diego	San Diego City Unified		
Jan Diego	San Diego City Unified		
	San Dieguito Union High		
	San Dieguito Union High		
	Sweetwater Union High		
	Sweetwater Union High		
	San Francisco Unified		
San Joaquin	Lodi Unified		
	Lodi Unified		
	San Mateo Union High		
Santa Clara	East Side Union High		
	Fremont Union High	Lynbrook	Straight Talk About Issues
			Relevant to Students (STAIRS)
	Gilroy Unified	Gilroy	Conflict Resolution
	Morgan Hill Unified		
Solano	Benicia Unified		
	Dixon Unified		
	Vallejo City Unified		
Sonoma	Cotati-Rohnert Park Unif		
Johonna			Diversity & Acceptance-Unity
	Sonoma County Office		
	Sonoma Valley Unified		
Ctanialaus	Modesto City		
stanisiaus			
	Riverbank Unified	KIVERDANK	
	* 1 1 10 10 1		Believing in Achieving Project
			Student Activities for Everyone (SAFE)
	Trinity Union High		
	Tulare Joint Union High		
Ventura			Students Together Against Rumors
	Ventura County Office		
Yolo	Yolo County Office	Midtown Community	Conflict Management Program
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RESOURCES



The following agencies and organizations can provide materials and information to help schools plan and implement student-generated violence prevention programs.

AGENCIES

California Department of Education (CDE) Safe Schools and Violence Prevention Office

Prevention Office
P.O. Box 944272
Sacramento, CA 94244-2720
916.323.2183
FAX 916.323.6061
www.cde.ca.gov/spbranch/safety
Provides technical assistance on school safety issues and grants.

California Attorney General Crime and Violence Prevention Center

P.O. Box 944255 Sacramento, CA 94244-2550 916.324.7863 www.caag.state.ca.us/cvpc

Provides technical assistance on youth and community violence prevention; publishes policy documents, videos.

Healthy Kids Resource Center Alameda County Office of Education

313 West Winton Avenue, Room 180 Hayward, CA 94544 510.670.4582 www.hkresources.org Provides a comprehensive resource library.

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United States Department of Justice

950 Pennsylvania Avenue, NW Washington D.C. 20530-0001 www.usdoj.gov

Provides technical assistance; grant information; publications/documents; justice for kids and youth.

ORGANIZATIONS

Activism 2000 Project

P.O. Box E Kensington, MD 20895 800.543.7693 www.youthactivism.com Publishes materials to assist student involvement.

California Association of Peer Programs

P.O. Box 550725 Pasadena, CA 91115 626.564.0099 Fax 626.796.9629

Promotes peer programs through technical assistance, training and conferences.

Students Against Violence Everywhere (SAVE)

105 14th Avenue, Suite 2A Seattle, WA 98122 800.897.7697

Publishes materials on starting and running SAVE chapters.

WEB SITES

Centers for Disease Control and Prevention

www.cdc.gov/nccdphp/divash.htm Accesses Division of Adolescent and School Health Research site focusing on youth risk behaviors, school and community health programs.

Child.net

www.child.net

Provides search engine, resources for youths, parents and teachers.

Justice for Kids and Youth

www.usdoj.gov/kidspage

Provides resources for youth on safety, crime prevention involvement, justice issues.

National Crime Prevention Council

www.ncpc.org

Provides information on youthled programs.

National Network for Youth

www.nn4youth.org

Provides information on youth work advocacy and service providers.

Resources for Youth

www.preventviolence.org Provides youth violence prevention and student advocacy materials.

Simon Wiesenthal Center

www.wiesenthal.com

Provides information on the defense of human rights; resources and library; group tours of Museum of Tolerance.

Teenwork

www.teenwork.com

Provides information for youth and adults on an annual training institute planned and conducted by youth.